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ABSTRACT

The Helpful Opportunities for Pupil Enrichment (Project HOPE) was an Elementary and Secondary Education Act Title VII-funded project in its third year in 1993-94. It operated at three intermediate schools in New York City. In the year evaluated, Project HOPE served 365 Spanish- and Chinese-speaking students in grades 6 through 8 who were categorized as being of limited English proficiency. Participants received instruction in English as a second language (ESL), native language arts (NLA), and subject content areas. The project offered career counseling, staff development, and parent involvement activities. Project HOPE met its objectives for Chinese NLA, advising, attendance, curriculum development, and parent participation. It partially met objectives for content area subjects, but did not meet ESL and Spanish NLA objectives. Recommendations are designed to increase English and NLA proficiency and the use of educational technology. Nine tables present study findings. Two appendixes describe instructional materials and class schedules. (Author/SLD)

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OER Report

Helpful Opportunities for Pupil Enrichment
(Project HOPE)
Transitional Education Grant T003A10014
FINAL EVALUATION REPORT
1993-94

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Helpful Opportunities for Pupil Enrichment
(Project HOPE)
Transitional Education Grant T003A10014
FINAL EVALUATION REPORT
1993-94

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EXECUTIVE SUMMARY

Helpful Opportunities for Pupil Enrichment (Project HOPE) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its third year in 1993-94. The project functioned at three intermediate schools (I.S.s): I.S. 131 in Community School District (C.S.D.) 2 in Manhattan, I.S. 136 in C.S.D. 15 in Brooklyn, and I.S. 61 in C.S.D. 24 in Queens. In the year under review, Project HOPE served 365 Spanish- and Chinese-speaking students in sixth through eighth grades who scored at or below the 40th percentile on the Language Assessment Battery (LAB) and were thus categorized as being of limited English proficiency (LEP). Project HOPE students received instruction in English as a second language (E.S.L.), native language arts (N.L.A.), and the content areas. The project offered career counseling.

Project HOPE offered staff development to teachers of participating students as well as to some mainstream teachers. Teachers of project students had the opportunity to team-teach with the project's resource specialists.

The parents of participating students went on field trips and participated in other activities sponsored by Project HOPE.

Project HOPE met its objectives for Chinese N.L.A., advisement, attendance, curriculum development, and parental involvement. It partially met its objective for content area subjects. The project failed to meet its objectives for E.S.L. and Spanish N.L.A.

The conclusions, based on the findings of this final evaluation, lead to the following recommendations:

- Assess reasons for the lack of growth of English proficiency in the expected proportion of project students and take steps to rectify.
- Explore additional techniques to increase students' acquisition of skills in Spanish N.L.A.
- Provide more opportunities for hands-on experience with technology-based instruction.

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I. INTRODUCTION

Helpful Opportunities for Pupil Enrichment (Project HOPE) was in its third year of funding as an Elementary and Secondary Education Act(E.S.E.A.) Title VII project.

PROJECT CONTEXT

Project HOPE operated at Intermediate School (I.S.) 131 in Community School District (C.S.D.) 2 in Manhattan, I.S. 136 in C.S.D. 15 in Brooklyn, and I.S. 61 in C.S.D. 24 in Queens. A high proportion of residents in the three C.S.D.s had low incomes. All three C.S.D.s had relatively high proportions of students of limited English proficiency (LEP): 20 percent in C.S.D. 2; 31 percent in C.S.D. 15; and 24 percent in C.S.D. 24.

All demographic data reported are from 1992-93, the last year for which such data were available. Of the 1,430 students at I.S. 131, 78 percent were Asian-American, 14 percent were Latino, 6 percent were African-American, and 2 percent were European-American. Of these students, 43 percent were LEP and 87 percent came from low-income families, as evidenced by their eligibility to receive free lunch. Forty-seven percent of the population of this school were recent immigrants.

I.S. 131 was housed in a large, new building. The number of students in each classroom usually exceeded 25. The hallways were clean and quiet; displays of students' work were prominent around the building. Classrooms were clean and bright and beautifully decorated with students' work, featuring a variety of current research projects. Project HOPE had a small resource room at this site which was used for providing individual instruction to participating students.

Of the 879 students at I.S. 136, 84 percent were Latino, 8 percent were African-American, 5 percent were Asian-American, and 3 percent were European-American. Of these students, 25 percent were LEP, and 89 percent were from low income families.

Of the 1,913 students registered at I.S. 61, 71 percent were Latino, 13 percent were African-American, 13 percent were Asian-American, and 3 percent were European-American. Of these students, 40 percent were LEP, 65 percent were from low-income families, and 37 percent were recent immigrants.

I.S. 61 was housed in a large older building. The hallways were clean and orderly. Classrooms were appropriately equipped with bookshelves and some with computers. Every project classroom had a project banner, and the bulletin boards were decorated with students' work that reflected their progress.

STUDENT CHARACTERISTICS

Project HOPE served 365 Chinese- and Spanish-speaking LEP students in sixth through eighth grades. LEP status was determined by Language Assessment Battery (LAB) scores at or below the 40th percentile. In addition to LEP status, teachers' referral and parents' requests were considered for project participation. Spanish-speaking students numbered 257. Of the remaining students, 53 spoke Cantonese, and 55 spoke other Chinese languages.

TABLE 1

Number of Students in Project HOPE, by Grade

Site	6	7	8	Total
I.S. 131 M	0	53	55	108
I.S. 61 Q	79	42	34	155
I.S. 136 B	102	0	0	102
Total	181	95	89	365

The largest percentages of project participants came from the Dominican Republic (28.5 percent) and the People's Republic of China (25.5 percent). (See Table 2.)

Needs Assessment

Before instituting this program, the Division of Bilingual Education (D.B.E.) of the Board of Education of the City of New York conducted an exhaustive needs assessment of the targeted students, their families, and the educational staff who were to serve them. The data obtained from this assessment indicated four primary needs: (1) to provide LEP students with intensive language instruction; (2) to provide LEP students with mathematics, science, and computer literacy programs; (3) to offer parents and adult siblings opportunities to learn English; and (4) to develop bilingual mathematics, science, and computer literacy curriculum materials in Spanish and Chinese.

TABLE 2

Students' Countries of Origin

Country	Number of Students
Dominican Republic	104
People's Republic of China	93
Mexico	48
United States	30
Ecuador	14
Puerto Rico	14
Colombia	12
Hong Kong	12
Peru	12
El Salvador	6
Honduras	6
Chile	3
Guatemala	3
Venezuela	3
Bolivia	1
Cambodia	1
Malaysia	1
Nicaragua	1
Panama	1
Total	365

PROJECT OBJECTIVES

Student Objectives

- As a result of participating in the program, 80 percent of the target students will demonstrate an appropriate increase in English language proficiency.

- As a result of participating in the program, 80 percent of the Spanish dominant participants will demonstrate an appropriate increase in Spanish language achievement as indicated by improved scores on El Examen de Lectura en Español.

- As a result of participating in the program, 80 percent of the Chinese-dominant students will achieve a passing grade of 65 or better in Chinese native language arts.

- As a result of participating in the program, 80 percent of program students will show significant gains in science, mathematics and computer science and achieve a passing grade of 65 or better in each area.

- Eighty-five percent project students will meet on an individual basis with the Bilingual Resource Specialist for advisement at least two times during the school year.

- As a result of participation in the program, the attendance rate of the students will be greater than the general school population.

Curriculum Development Objectives

- By August 1994, the program will develop an instructional guide in the area of computer science in the native language.

Parental Involvement Objectives

- Eighty percent of the parents of project students will be involved in least one school activity.

PROJECT IMPLEMENTATION

During the 1993-94 school year, Project HOPE provided instructional and support services to Spanish- and Chinese-speaking LEP students and their families. The project's main goal was to promote bilingual excellence through individualized and interdisciplinary programming. To meet this goal, the project staff worked very closely with teachers of participating students. Project HOPE utilized the strengths that students brought into the project—their varied cultures and experiences—to plan classroom instruction and activities.

The resource specialists worked at each of the schools as facilitators. They modeled various interdisciplinary techniques, which were then adopted by the classroom teachers.

Project HOPE provided parents and staff with opportunities to participate in a variety of cultural and instructional activities.

Capacity Building

Next year, tax-levy and state funding will support the parental involvement component of the project. Tax levy will cover 50 percent of the materials purchased. Project HOPE will receive 50 percent of the cost of activities from unspecified sources.

Materials, Methods, and Techniques

Content area classes were taught primarily in the students' native languages. For a list of languages of instruction, see Table 3. Since many of the textbooks were in English, teachers had to spend a great deal of time interpreting texts for the students.

TABLE 3

Languages of Instruction

School	Subject	Grade	Language(s) of Instruction	Periods per Week
I.S. 131M	Mathematics	7,8	Chinese + English	4
	Science	7,8	Chinese + English	4
	Social Studies	7	Chinese + English	4
		8	Chinese + English	5
	Computer Science	7	Chinese + English	2
I.S. 136K	Mathematics	6	Spanish	5
	Science	6	Spanish	5
	Social Studies	6	Spanish	5
I.S. 61Q	Mathematics	6-8	Spanish + English	5
	Science	6-8	Spanish + English	5
	Social Studies	6-8	Spanish + English	5
	Computer Science	6	Spanish + English	2

Project HOPE encouraged the teachers of participating students to use an interdisciplinary approach for instruction. Instructional strategies in the content areas included hands-on activities using manipulatives in mathematics, peer-tutoring, demonstration, group projects, competitions, cooperative learning, problem-solving, and audiovisual aids. Laboratory experiments were used in science classes, storytelling and roleplaying in native language arts (N.L.A.), and total physical response (T.P.R.) and the language experience approach in English as a second language (E.S.L.).

With the help of Project HOPE staff, students published newsletters and were encouraged to speak or write about their experiences and culture. The participated in project-sponsored cultural trips.

Unlike the previous year, there was no shortage of textbooks this year at I.S. 136 in Brooklyn. For a list of instructional materials at all sites, please see Appendix A.

The project provided teachers with the opportunity to participate in a number of conferences and cultural activities.

Staff Qualifications

Title VII staff. The project's Title VII staff included two resource specialists and one paraprofessional. For a description of degrees held and language proficiencies (teaching or communicative*), see Table 4.

TABLE 4

Project Staff Qualifications

Position Title	Degree	Language Proficiency
Resource Specialist	Professional Diploma	Chinese TP
Resource Specialist	Ph.D.	Spanish TP
Paraprofessional	H.S. Diploma	Chinese

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

The resource specialists' responsibilities included the supervision and coordination of programming, teacher training, and participation in the project's evaluation. They also served as facilitators in the classrooms.

The paraprofessional maintained the resource center, helped teachers with small groups of students, and assisted the project's resource specialists in maintaining project records on students, staff, and materials.

Other staff. Tax-levy funds paid the salaries of 15 classroom teachers who provided instructional services to project students. For a description of degrees, certifications, and language proficiencies, see Table 3. All teachers were certified in the areas in which they taught.

Staff development. Project HOPE provided staff development to teachers of participating students and project staff. Topics included, but were not limited to literature, the "Writing Process," Chinese students, and developing mathematics and science through Chinese literature.

Workshops had a median attendance of nine teachers.

Resource specialists organized bi-monthly training sessions which emphasized the classroom implementation of writing techniques learned in other workshops and the use of interdisciplinary approaches and manipulatives.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules.

TABLE 5

Qualifications of Non-Title VII Staff

Position Title	Degrees	Certification	Language Proficiency
Teachers (15)	8 Master's 7 Bachelor's	2 Bilingual High School 1 Ancillary Bilingual C.B. 1 Bilingual J.H.S. Math 1 Bil. Biology, Gen. Sci., & E.S.L. 1 Bil. Common Branches 1 E.S.L. High School 1 Spanish 7 Provisional Preparatory Teachers (PPTs)	8 Spanish TP 5 Chinese TP

Length of Time Participants Received Instruction

Students had a mean of 3.7 years (s.d.= 2.2) of education in a non-English - speaking school system and 2.7 years (s.d.= 2.1) of education in the Unites States. The median time students participated in Project HOPE was 10 months.Activities to Improve Pre-Referral Evaluation Procedures for Exceptional Children

Teachers referred those students thought to be in need of special education services to the School-Based Support Team (S.B.S.T.). Gifted and talented students are identified by teacher judgement and course grades.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

Project HOPE's parental involvement component aimed to enhance the relationship between home and school. Staff made frequent home contacts. Parental involvement activities included workshops, parent-teacher conferences,

citywide parents' conferences, and meetings of the Parent Advisory Council (PAC). The project encouraged parents to join the PAC and the P.T.A. and to volunteer in schools. A booth was set up at I.S. 136 to disseminate project information. The project staff led a group of parents attending the New York State Association for Bilingual Education (SABE) Parents' Institute.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

The Office of Educational Research (OER) used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB and El Examen de Lectura en Español (ELE) are used throughout New York City to assess the growth of English and Spanish skills in populations similar to those served by Project HOPE.

INSTRUMENTS OF MEASUREMENT

OER compared pre- and posttest scores on the LAB to assess the E.S.L. objective and the ELE to assess the Spanish N.L.A. objective. The Chinese N.L.A.

objective and the content area objective in mathematics were assessed through course grades, as specified.

All students were tested at the appropriate grade level. The language of the LAB and ELE was determined by the test itself.

According to the publishers' test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

The ELE was prepared by New York City educators who were native speakers of Spanish and represented several Latino linguistic and cultural groups. The ELE was administered in two forms to all New York City students who were receiving language arts instruction in Spanish. For both forms, the grade reliability coefficients ranged from .94 to .96. Construct validity is evidenced by grade-to-grade decreases in item difficulty within level. This characteristic reflects the acquisition of increased amounts of the underlying construct (reading proficiency) as students progress through the grades. Items on the test were grade-specific.

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OER evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OER. Data

collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To assess the significance of students' achievement in English and Spanish, OER computed correlated *t*-tests on the LAB and ELE N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The only possible threat to the validity of any of the above instruments might be that LAB norms were based on the performance of English Proficient (EP) rather than LEP students. Since OER was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project HOPE carried out all instructional activities specified in its original design. Throughout the school year, students had the opportunity to develop their English and native language skills through a variety of activities.

LEP Participants' Progress in English

I.S. 131 offered two levels of E.S.L. to project students: beginning and intermediate. Both met eight periods a week. I.S. 136 offered only beginning level E.S.L., which met five periods a week. I.S. 61 offered three levels: beginning, intermediate, and advanced. All met five periods a week.

The evaluation objective for English as a second language was:

- As a result of participating in the program, 80 percent of the target students will demonstrate an appropriate increase in English language proficiency.

There were complete pre- and posttest scores on the LAB for 256 students in grades six through eight. (See Table 6). While the average gain of 1.26 N.C.E.s (s.d.= 6.8) for these students were statistically significant ($p<.05$), only 32.4 percent showed a gain from pretest to posttest.

The project did not meet its objective for English as a second language.

LEP Participants' Progress in Native Language Arts

Spanish N.L.A. I.S. 136 in Brooklyn offered only beginning level Spanish N.L.A., which met four periods a week. I S. 61 in Queens offered three levels of Spanish N.L.A.: beginning, intermediate, and advanced. All met five periods a week.

TABLE 6

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery (LAB)

Site	Total Number of Project Students	Number of Students for Whom Data Were Available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
I.S.61 Q	155	101	4.9	7.7	7.7	9.8	2.8	6.3	4.5*
I.S. 131 M	108	101	5.4	6.0	7.1	7.3	1.7	5.5	3.1*
I.S. 136 K	102	54	10.8	11.4	8.3	8.9	-2.5	8.3	-2.2
Total	365	256	6.3	8.4	7.6	8.7	1.3	6.8	3 .0*

*$p<.05$

- Overall, and at two sites, participating students showed significant gains on the LAB.

The OER evaluation consultant observed a sixth grade Spanish writing workshop of 32 students at I.S. 61 in Queens. The classroom was appropriately furnished, clean and bright, and decorated with students' work and project bulletin boards featuring students' progress by subject. The aim of the lesson was to make a Mother's Day card. The teacher started the class by asking the students to write a draft of their message. Students worked at their own pace and helped one another edit and rewrite. Some students had completed the project and had their messages and illustrations on the cards.

The evaluation objective for Spanish N.L.A. was:

- As a result of participating in the program, 80 percent of the Spanish-dominant participants will demonstrate an appropriate increase in Spanish language achievement as indicated by improved scores on El Examen de Lectura en Español.

There were complete pre- and posttest scores on the ELE for 120 students. (See Table 7.) Students in none of the project school showed gains.

The project failed to meet its Spanish N.L.A. objective.

Chinese N.L.A. I.S. 131 in Manhattan offered two levels of Chinese N.L.A.: intermediate and advanced. Both met eight periods a week. The OER evaluation consultant observed a seventh grade intermediate-level Chinese N.L.A. class of 27 students at I.S. 131. The classroom was bright and clean, with big windows, and was fully decorated with students' work, greeting cards, and colorful drawings, most of them with poems and descriptions written in Chinese.

The teacher started the lesson by asking a series of questions concerning the origin of the human race and kinship relations. All the questions evoked enthusiastism.

TABLE 7

Pretest/Posttest N.C.E. Differences on the
El Examen de Lectura en Español (ELE)

Site	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
I.S. 61 Q	155	84	47.7	21.5	45.4	21.9	-2.37	14.3	-1.50
I.S. 136 K	102	36	53.2	17.1	53.0	23.3	-0.17	14.2	-0.07
Total	257	120	49.4	20.4	47.7	22.5	-1.71	14.2	-1.31

*$p < .05$

- Neither overall nor at any site did students show gains on the ELE.

responses. He then asked a student to read the text they were studying (a Chinese fairy tale about the origin of the human race) from a collection of reading materials provided by the project. The class corrected the student's reading. The teacher then read the story himself, and followed this with a question session. The students were involved in the lesson, and almost all of them participated. Students learned vocabulary and expressions, and some brought up more complex interdisciplinary issues. The students maintained a high interest level throughout.

The evaluation objective for Chinese N.L.A. was:

- As a result of participating in the program, 80 percent of the Chinese dominant students will achieve a passing grade of 65 or better in Chinese native language arts.

One hundred and two of the 108 Chinese-dominant students (97.1 percent) achieved a passing grade in Chinese N.L.A. This was well over the proposed percentage, and represented an increase over the previous year's 91.7 percent passing rate.

The project met its Chinese N.L.A. objective.

LEP Participants' Academic Achievement

Teachers used Chinese or Spanish for most instruction in content area classes. Most of the texts, however, were in English, and teachers normally spent about ten percent of the instructional time summarizing or introducing new vocabulary. Project staff indicated that students would benefit from having more hands-on experience with technology-based instruction. In addition, they felt that greater availability of software would profit project participants.

At I.S. 131, the OER evaluation consultant observed a seventh grade science class of 24 students. The classroom was equipped with laboratory instruments and bookshelves filled with a variety of reading materials. The aim of the lesson was "Why are proteins important to us?" The teacher spent about ten minutes defining and explaining new terms and vocabulary and then lectured most of the time; student participation was minimal. The lecture was well-structured.

At I.S. 61 in Queens, the OER evaluation consultant observed another seventh grade science class of 35 students. The classroom had many books and magazines. The bulletin board reflected students' work on the current topic: the oceans and the story of the Titanic. The class began with a review of what they had learned about the ocean, its importance, and the things it gave to human beings like food, gas, minerals etc. Teacher and students spoke Spanish. Students were divided into groups of four or five, one group working on life in the ocean, another on ocean vehicles, another on icebergs, still another on the ocean shores. Each group was given a book to research their area and develop a folder with written and illustrative materials. The whole class would eventually share their work and publish a book. The class was very well organized, and students were interested and actively involved.

The content area objective was:

- As a result of participating in the program, 80 percent of program students will show significant gains in science, mathematics and computer science and achieve a passing grade of 65 or better in each area.

Of the 357 students for whom data were reported, over 80 percent received a passing grades. (See Table 8.) More than 80 percent of the students received passing

grades except in mathematics at I.S. 61 and I.S. 136.

The project partially met its objective for content area subjects.

TABLE 8

Passing Grades in Content Area Courses

Site	Subjects	1993-94	
		Number of students for whom data were reported	Percent Passing
I.S. 131	Math	102	81.4
	Science	102	84.3
	Computer	51	90.2
I.S. 61	Math	153	66.0
	Science	153	85.0
	Computer	58	96.6
I.S. 136	Math	102	57.8
	Science	101	82.2
	Computer	82	100

FORMER PARTICIPANTS' ACADEMIC PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

One student was mainstreamed in the year previous to the one under review. No data were received on follow-up of this student's progress.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Mainstreaming

Project HOPE did not propose any objective for mainstreaming. In the year under review, no information was obtained about the mainstreaming of project students.

Advisement

Project staff provided participating students with individual counseling on the importance of attendance and remaining in school, their interests, and academic abilities and options.

The project proposed the following advisement objective:

- Eighty-five percent of project students will meet on an individual basis with the Bilingual Resource Specialist for advisement at least two times during the school year.

Project HOPE staff had conferences with each student two times during the school year. Project students also had ongoing counseling in their schools for course selection, career choices, and individual problems.

The project met its advisement objective, as it had in the previous year.

Grade Retention

Project HOPE did not propose any objectives for grade retention. In the year under review, one student (0.3 percent) was retained in grade.

Attendance

In order to promote better attendance, project staff counseled students on the importance of attendance and remaining in school. Project staff also contacted the parents of absentees.

The project proposed the following objective for attendance:

- As a result of participation in the program, the attendance rate of the students will be greater than the general school population.

At each site, the attendance rate for participating students was higher than the schoolwide rate. (See Table 9.) Project students' attendance at each site was significantly higher than the corresponding schoolwide rate.

Project HOPE met its attendance objective.

TABLE 9

Attendance Rates of Participating and Non-Participating Students

Sites	Attendance Rate	
	Participating Students	Schoolwide
I.S. 131	98.4	93.4
I.S. 61	92.4	83.3
I.S. 136	90.8	83.4

Placement in Gifted and Talented Programs

The project did not propose any objective in this area. In the year under review, no student was placed in a program for the gifted and talented.

CASE HISTORY

I.S. 131M

Z.C. came to the United States in 1991 from Guangdong, China. She was enrolled in the seventh grade at I.S. 131 and soon met with great difficulties. She

was shy, slow in improving her English, and her Chinese was also poor. She then joined Project HOPE. Her Chinese language arts teacher, using teaching strategies learned in the project's staff development workshops on the writing process, encouraged her to write more. Z.C. also received individual support and advisement and progressed rapidly. In addition, her parents showed great interest in her education and attended all the parent-teacher conferences and project workshops. Z.C. made great progress, not only in English and Chinese, but also in mathematics and science.

I.S. 61Q

S.J. came from the Dominican Republic. At the time he joined Project HOPE, he was hardly able to organize his ideas, let alone get them onto paper. The Writing Process offered by the project enabled S.J. to pick topics, obtain information, and use a reference map to make a first draft. He would then talk to the teachers and make corrections as needed. S.J. learned to use a dictionary to check his spelling. He was even able to share his work with the rest of the class. With the help of Project HOPE, S.J. made tremendous progress.

STAFF DEVELOPMENT OUTCOMES

Although the project did not propose any objective in this area, staff development was a strong component of the project. The project offered a variety of workshops, covering such topics as the reading and writing process, developing N.L.A., and teaching science in Spanish. The project also conducted a series of four full-day conferences called "The Literature Academy" in collaboration with the Hunter

College Multifunctional Resource Center (MRC). The project staff participated in SABE and National Association for Bilingual Education (NABE conferences.

CURRICULUM DEVELOPMENT OUTCOMES

Project staff developed curriculum guides for teaching science in both Spanish and Chinese, a mathematics handbook for teachers, and a Chinese Heritage and Cultural Resource Manual. The staff also translated The Blue Book for parental involvement.

The evaluation objective for curriculum development was:

- By August 1994, the program will develop an instructional guide in the area of computer science in the native language.

The project developed the proposed instructional guide.

Project HOPE met its objective for curriculum development.

PARENTAL INVOLVEMENT OUTCOMES

Parents attended a variety of workshops and parent-teacher conferences provided by Project HOPE. Some parents volunteered in the schools, and some attended the Parents' Institute at the New York SABE conference.

The project proposed the following objective for parental involvement:

- Eighty percent of the parents of project students will be involved in at least one school activity.

Over 80 percent of the parents of participating students were involved in at least one school activity.

The project met its objective for parental involvement.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

Project HOPE met its objectives for Chinese N.L.A., advisement, attendance, curriculum development, and parental involvement. It partially met its objective for content area subjects. The project failed to meet its objectives for E.S.L. and Spanish N.L.A.

Participating students in Project HOPE showed academic progress. Of the 365 students in the project, 364 were promoted to the next grade. The students showed gains in English and Chinese N.L.A., and in the content areas.

Project services not only benefited the students academically but also increased their awareness of the importance of education. The attendance rate of participating students was higher than that of the mainstream populations at the schools they attended.

Teachers improved their teaching techniques and learned new methods as a result of attending the workshops and seminars sponsored by the project. Parents of participating students also had the opportunity to participate actively in their children's education.

MOST AND LEAST EFFECTIVE COMPONENTS

The staff development component of Project HOPE was most effective, providing participating teachers with new methods and strategies based on current research findings, and a reading-writing instructional model using an interdisciplinary

approach which impacted greatly on classroom practices.

Project HOPE needed to find ways of giving students and staff more opportunities for hands-on experience with technology-based instruction, and opportunities to use software.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

- Assess reasons for the lack of growth of English proficiency in the expected proportion of project students and take steps to rectify.
- Explore additional techniques to increase students' acquisition of skills in Spanish N.L.A.
- Provide more opportunities for hands-on experience with technology-based instruction.

APPENDIX A

Instructional Materials

E.S.L.

I.S. 131 Manhattan

Grade	Title	Author	Publisher	Date of Publication
7,8	Oxford Picture Dictionary	E.C. Parnwell	Oxford University Press	1984
7,8	English Step by Step	Dixson	Regents	1980
8	Essay Letter Report	S. & R. Panman	Active Learning Corp.	1990
7	Line By Line IA	Bill Bliss	Prentice Hall	1988

I.S. 61 Queens

Grade	Title	Author	Publisher	Date of Publication
6	Hello English	Zaffran	National Textbook Co.	1991
6,7,8	Addison-Wesley Series	Walker	Addison-Wesley Co.	1992
6	English Step by Step with Pictures	Boggs and Dixson	Prentice Hall	1991
7	English Step by Step with Pictures	Boggs and Dixson	Prentice Hall	1980

I.S. 136 Brooklyn

Grade	Title	Author	Publisher	Date of Publication
6	Addison Wesley ESL	Walker	Addison Wesley	1989
*	English for Communication	Molinsky & Bliss	Prentice Hall	1986
*	Side by Side	Molinsky & Bliss	Prentice Hall	1983
*	Spotlight on Literature	Goodman	Random House	1980
*	Beginning Lessons in English	Dixson	Prentice Hall	1983
*	Content Connections	Chips, et.al.	Santillana	1987

*Information was not provided.

APPENDIX A

Instructional Materials, cont'd.

N.L.A.

I.S. 131 Manhattan

Grade	Title	Author	Publisher	Date of Publication
7,8	Chinese Language Arts	People's Education Press, Ed.	People' Education Press	1987
7,8	Chinese Language Arts	Liang Yi Sheng, Ed.	Jen Jen Publication, Inc.	1978
8	J.H. Chinese Language Arts	Hong Kong People's Publishing Co.	Foreign Language Press	1991

I.S. 61 Queens

Grade	Title	Author	Publisher	Date of Publication
6	Antologia Communicativa	Giraldo, Rodriguez	Editorial Norma S.A.	1991
7	Antologia Communicativa	Goraldo, Rodriguez	Editorial Norma S.A.	1991
8	Antologia Communicativa	Goraldo, Rodriguez	Editorial Norma S.A.	1991
6,7,8	Espanol! Conocernos	Schmitt	McGraw Hill	1969

I.S. 136 Brooklyn

Grade	Title	Author	Publisher	Date of Publication
6	Ama Tu Ritmo	Flores, et. al.	Macmillan	1988
*	Noticias del Mundo	*	*	Daily
*	Oxford Picture Dictionary & American English	Parnwell	Oxford Press	1978

*Information was not provided.

APPENDIX A

Instructional Materials, cont'd.

Mathematics

I.S. 131 Manhattan

Grade	Title	Author	Publisher	Date of Publication
7,8	Math Structure and Method (Course 1)	Mary P. Dolciani	Houghton Mifflin Co.	1988

I.S. 61 Queens

Grade	Title	Author	Publisher	Date of Publication
6	Matemáticas	Orfan, Vogeli, Krulik, Rudnick	Silver Burdett & Ginn	1988
7	Matemáticas	Orfan, Vigeli, Krulik, Rudnick	Silver Burdett & Ginn	1988
6,7,8	Exito en las Matemáticas	Vogeli, le Blanc	Silver Burdett	1983

I.S. 136 Brooklyn

Grade	Title	Author	Publisher	Date of Publication
6	Heath Mathematics	Rucker	Heath	1985
*	Mathematics		Silver, Burdett & Ginn	1988

*Information was not provided.

APPENDIX A

Instructional Materials, cont'd.

Science

I.S. 131 Manhattan

Grade	Title	Author	Publisher	Date of Publication
7	Life Science	Leonard Berstein	Allyn & Bacon	1986
7	Biology Workshop 1-3	Seymour Rosen	Globe Book	1988
8	Concepts and Challenges in Earth Science	Berstein, et al.	Globe Book	1984

I.S. 61 Queens

Grade	Title	Author	Publisher	Date of Publication
6	Ecology, Earth's Natural	Bakalian	Prentice Hall	1993
7	Ciencias	Mallinson	Silver Burdett Co.	1985
6,7,8	La Ciencia en tu Mundo	Hacket, Mayer	Macmillan/McGraw Hill	1991

I.S. 136 Brooklyn

Grade	Title	Author	Publisher	Date of Publication
6	Enfasis en la Ciencia	Surd, et al.	Merrill	1985
*	Life Science	Ramsey, et al.	Holt	1986
*	Earth Science	Ramsey, et al.	Holt	1986

*Information was not provided.

APPENDIX A

Instructional Materials, cont'd.

Social Studies

I.S. 131 Manhattan

Grade	Title	Author	Publisher	Date of Publication
7	America: The Early Years	Anna Chamot	Addison Wesley	1987
7	Life and Liberty (Vol.1)	P. Roden et al.	Scott Foresman	1984
7,8	Chinese Heritage & Culture	*	N.Y.C. Board of Education	1993
7,8	Puerto Rican Heritage	*	N.Y.C. Board of Education	1992
8	Life and Liberty	P. Roden, et al.	Scott Foresman	1984
8	America: After Independence	Anna Chamot	Addison Wesley	1987
8	Expansion through 20th Century	K. & S. Uva	Globe Book Co.	1987

I.S. 61 Queens

Grade	Title	Author	Publisher	Date of Publication
6	Geografía de Estadis Regiones	Kaltsounis	Silver Burdett & Ginn	1989
7	Estados Unidos Ayer y Hoy	Helmus	Silver Burdett & Ginn	1988

I.S. 136 Brooklyn

Grade	Title	Author	Publisher	Date of Publication
6	Los Estados Unidos y Sus Vecinos	*	Silver Burdett & Ginn	1984

Computer

I.S. 61 Queens

Grade	Title	Author	Publisher	Date
6	Home Career Skills	*	Apple Macintosh	*

*Information was not provided.

APPENDIX B

Class Schedules

Sixth Grade

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Mathematics	Spanish	Spanish	Gym	E.S.L.
2	Computer Programing	Math	Mathematics	Gym	Mathematics
3	Spanish	Computer Programing	Social Studies	Computer Programing	Spanish
4	Social Studies	Home & Career	Auditorium	Social Studies	Science
5	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	Home & Career	Mathematics	E.S.L.	E.S.L.	Home & Career
7	Mathematics	E.S.L.	Science	Mathematics	Social Studies
8	E.S.L.	Social Studies	Science	Science	Gym

Seventh Grade

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Science	E.S.L.	Science	Mathematics	E.S.L.
2	Mathematics	E.S.L.	Art	Physical Education	E.S.L.
3	Social Studies	Science	Art	Phys. Ed.	Technology
4	E.S.L.	Music	Chinese N.L.A.	Chinese N.L.A.	Technology
5	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	Music	Chinese N.L.A.	E.S.L.	E.S.L.	Chinese N.L.A.
7	E.S.L.	Mathematics	Mathematics	E.S.L.	Science
8	Chinese N.L.A.	Auditorium	Social Studies	Social Studies	Social Studies

APPENDIX B

Class Schedules, cont'd.

Eighth Grade

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Science	Mathematics	Science	Science	Science
2	E.S.L.	E.S.L.	Mathematics	Mathematics	E.S.L.
3	E.S.L.	Art	E.S.L.	Social Studies	E.S.L.
4	Chinese N.L.A.	Art	Social Studies	Chinese N.L.A.	Social Studies
5	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	Social Studies	Physical Education	Physical Education	Dance	Health Education
7	Dance	Social Studies	H.L.	E.S.L.	Chinese N.L.A.
8	Mathematics	Chinese N.L.A.	Auditorium	E.S.L.	Mathematics